53. Need for industrial schools.

Mr. S. J. Williams (Member, Neyyattinkara Taluk) said that, if a country wished to be rich, honored and self-dependent, its industries should be developed with the object of (1) utilising its raw materials, (2) discovering substitutes for things in large demand, when there were no natural products of the land to satisfy such demand, and (3) making use of what are known as "waste". But in Travancore people had not yet sufficiently turned their attention to natural products even with a view to convert them into manufactured goods for local consumption. In the opinion of the Member, the backwardness of industries in the country was due to (1) popular ignorance of the importance of industries; (2) absence of facilities for industrial and technological training; (3) the faith of the people in time-honored contrivances and their unwillingness to adjust themselves to new surroundings; (4) scrambling for landed property and absence of floating capital; and (5) lack of research institutes and ignorance of the importance of research work.

To create a proper atmosphere for removing these drawbacks the Member suggested that Government should establish research institutes and allow people interested in research to work there freely, demonstrate profitable industries, such as paper making, shellac industry, varnish making, sugar manufacture, tapioca-flour making and pencil manufacture, and then hand them over to companies with or without Government partnership.

The Member next proceeded to point out that the education that was imparted by the State was purely literary and requested Government to revise without delay the school curricula and provide for a well-considered scheme of scientific, industrial and technical education side by side with literary education. The Government should make it possible for every boy and girl to be equipped with a practical knowledge of at least one art or industry, so that the student might be in a position to lead an independent life. Some of the home industries which could be so taught in the State with advantage were in his opinion (1) pickle and jam making, (2) brush-making, (3) rubber-stamp making, (4) button-making, (5) making toys of clay, paper and wood, (6) cane and bamboo work, (7) silk-worm rearing, (8) extracting fibre from plantain, aloe and pine-apple, (9) hand-loom weaving, (10) making socks and other hosiery work, (11) making boot polishes, (12) electro-plating, (13) watch repairing, (14) envelope-making, and (15) book-binding. In conclusion, the Member said that with a view to help factory industries and secure higher technical training, the Government should, in course of time, provide Industrial and Technical schools and colleges and establish libraries of technical books in the vernacular.

Dewan's reply.—I thank you for your very interesting paper. In regard to the revision of the school curriculum so as to include vocational training in institutions for general education, that question has been considered very carefully, as you know, by a conference, and it has come to the conclusion that, at present at any rate, it is not possible or desirable to provide for vocational education in schools maintained for imparting general education. I quite agree with you when you say that industrial institutions should be increased; that is what the Government are trying to do. You have laid before Government a very ambitious programme. The difficulty lies in carrying it out to the full. Government are trying their best to advance industries and industrial education, and they will continue to do so.

54. Need for financial help towards the establishment of an Industrial Orphanage.

Mr. P. J. Joseph (Member, Nominated) represented that there were several orphans in the Cheramar community who were not taken care of by anybody and prayed that a Cheramar orphan industrial home might be established in each Division with free board and lodging for at least one hundred Cheramar orphan boys and one hundred Cheramar orphan girls and that these orphans should be taught carpentry, smithery, mat-making, domestic science, household accountancy, rattan work, weaving, shoe-making and other industries and crafts. In these industrial schools instruction should also be given in practical agriculture; *puduval* lands should be set apart for establishing agricultural farms for growing the different

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